

Understanding the Language of Shakespeare through Multisensory Stimulation

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Abstract

This action research study examined how the integration of digital devices affected language comprehension when reading William Shakespeare's *The Tragedy of Julius Caesar*. Three high school sophomore English classes participated in the research study which lasted one week. Classes were randomly assigned a method in which to read the first act of the play. One class read the play aloud, one class read the play aloud before watching YouTube movie clips, and one class listened to an audio book while they followed along in the textbooks. Students were randomly assigned numbers so that they could remain anonymous. The three methods of collecting data were student posttests, student surveys, and teacher observations. The results of the study showed that while students preferred using technology while reading Shakespeare, the group that performed the best on the posttest was the group that read the play aloud without the aid of a digital device. The survey results indicated that the students in that group had more opportunities to pause and ask questions if they did not understand the language. The survey also revealed that there was a common concern in the two groups that utilized digital devices; the technology moved too fast for total comprehension. The information gained from this study will be shared with colleagues in an effort to design appropriate lesson plans and strategies. One research question still remains: How do teachers of the 21st century incorporate technology into curriculum in a way that benefits the students?

Introduction

Context

William Shakespeare's literature has appeared in high school curriculum around the world for many decades. Although his plays are filled with imagery, interesting word usage, adventure, death, and other exciting drama elements, high school students do not appreciate the stories because they struggle with the language comprehension. Year after year, high school students yawn their way through Shakespeare plays. From a teacher's perspective, students need to find a device that will allow them to discover the passion of Shakespeare's words and enjoy the structure of his language.

So how do we increase our students' appreciation and understanding of Shakespeare? First, we as teachers must look at the learning styles of our students. Children today have been born into the digital age and have been labeled "digital natives" (Prensky, 2001). This means that they incorporate many forms of technology into their everyday lives. As a result, by the time they reach high school, many teenagers are visual and auditory learners; in other words, they are multisensory learners. Why? Because the technological devices they are exposed to involve watching, listening, acting, and reacting. They no longer learn entirely from reading books or listening to lectures. Because of this change in learning styles, educators need to adjust their methods for teaching difficult literature.

Fortunately, there are many digital resources that offer multisensory stimulation and that can be integrated into a Shakespeare classroom. So the big question is: Will listening to audio technology or watching video clips while reading Shakespeare help high school students comprehend the language and understand the story?

Students need to overcome the difficult language of Shakespeare. The enjoyment that they could gain when understanding his words would come quicker if the difficult language was

not an obstacle. The researcher's mission was to discover a technological device that would bypass the language barrier and open the hearts and minds of her students. Would the students learn and appreciate the literature better by listening to a taped version of the play? Could watching a video clip of the play help students feel the moods of certain scenes and analyze the characters of the play? The purpose of this action research study was to analyze if high school students learn Shakespeare better if they are allowed to use technological devices like audio versions and movie clips when reading William Shakespeare than by reading the play from a textbook. It was hoped that students would learn to experience the beautiful words of William Shakespeare and find the passion with which the words were written through the use of technology.

Review of Literature

"Friends, Romans, countrymen. Lend me your ears!" (as cited in Barnet, 1972). Students around the world are required to read the imagery-filled words of William Shakespeare. Unfortunately, to some of those students, the language seems foreign and difficult to understand. Does this difficulty exist because students must only read the words in their Shakespeare books? With the digital age upon us, can the 21st century student learn to understand and maybe even love studying Shakespeare through multisensory devices? Many studies have been conducted over the last five years that have utilized both auditory and visual technologies combined with the learning of Shakespeare and other difficult forms of literature.

To begin researching the use of digital technology in a Shakespeare classroom, researchers have had to look closely at learning styles. Integrating technology into the curriculum must go hand-in-hand with Howard Gardner's Theory of Multiple Intelligences (Jackson, Gaudet, McDaniel, & Brammer, 2009). Two of those intelligences focus on visual

learning and auditory learning. There are many forms of digital media that appeal to visual and auditory learners. But how does a teacher of Shakespeare find the appropriate sources? There are many forms of technologies that can be integrated into a Shakespeare classroom, but “[t]he use of technology should not occur without thinking about how people learn best” (Jackson et al., 2009, p.71). Also, students in the 21st century learn differently than students twenty years ago. Currently, students are bombarded with multisensory devices in all aspects of their lives, so their learning styles have changed. Trying to just teach a Shakespeare play by reading the textbook is no longer effective in motivating students to understand the language and themes. Educators must find the right form of technology to enhance learning and adapt it to the multisensory ways students learn today. It has been suggested that “the use of Howard Gardner’s Theory of Multiple Intelligences, coupled with an understanding of how effective technology can enhance the learning community, can meet the diverse learning needs of all students” (Jackson et al., 2009, p.71).

Visual Learning

Students with a visual learning style are very common in today’s classroom. They learn best by “seeing” what they are learning. The students in this group learn new information easiest if they are shown the information in a way that stimulates their sense of sight. Then, when they are asked to recall the information they have learned, they can visualize the process in their minds. Fortunately for this style of learner, there are multiple forms of digital technology available to guide their education. Providing visual resources to students when teaching Shakespeare can help them with language comprehension and analysis of the literature.

The importance of using visual aids is clear because many people first experience Shakespeare by visually seeing a play performed. David Gunby, a lecturer at Canterbury who

specializes in sixteenth and seventeenth century literature, is one of those people. In his July, 2008 article titled “Teaching Shakespeare: A Retrospective,” Gunby stated “[m]y first encounters with Shakespeare were on film” (Gunby, 2008, p.76). After receiving a Shakespeare anthology as a gift and reading a few plays, his next experience with Shakespeare came “from the fact that I encountered *A Midsummer Night’s Dream* and *Macbeth* on stage” (p. 76). Because many students who experience Shakespeare may have difficulty with his language, exposing them to Shakespeare through the use of a visual element allows them the opportunity to understand and appreciate Shakespeare as a dramatist. Gunby also mentioned that teachers will have trouble with any method they use to teach Shakespeare if they do not have “a passionate belief in its greatness and significance” (p.77). Because of his experiences of using visual stimulation to enjoy and understand Shakespeare, Gunby pointed out “that film and TV versions of Shakespeare’s plays are indispensable teaching aids” (p.79).

When choosing the proper visual technology for teaching Shakespeare, it must be kept in mind that the increase in visual learners is due to the shift that 21st century students have made from books to visuals like movies and video games. Kevin Kelly’s 2008 article from *New York Times* magazine stated “We are now in the middle of a second Gutenberg shift—from book fluency to screen fluency, from literacy to visuality” (as cited in Cabat, 2009, p.56). Joshua Cabat’s big question in his 2009 article was similar to a question that teachers of Shakespeare ask frequently in today’s schools: “[h]ow do we approach this transition to visuality?” (Cabat, 2009, p.56). Long gone are the days of using film clips of Shakespeare plays as supplementary to the text. Teachers now need to use visual elements to teach the primary play. With the growth in technology, students have endless options to enhance their comprehension of Shakespeare’s language.

Cabat suggested many activities that incorporated digital technology. One suggestion was to include Folger's Telegram Exercise using EasyDVD for Windows and Mac the Ripper or HandBrake for Apple. Another visual-based activity outlined was called "yak trak" (Cabat, 2009). In this activity, students used DVDs of films, loaded them into iMovie, removed the audio track, recorded their own narrative commentaries through either VoiceOver or Garage Band, and added their commentaries to the scene. All of the activities were then uploaded to YouTube. YouTube essentially has become a favorite tool of teachers in the Shakespeare classroom. As this technological shift happens from book fluency to visual fluency, action research needs to be implemented to study further the impact of visual devices in the literature classroom and to address the students and how they learn.

As mentioned in the above study, one visual source that works well in teaching literature comprehension is YouTube. An important feature that this source provides is playback. Students can go back and watch the video as many times as needed to understand the information. Using YouTube might also encourage students to find other YouTube videos to help with comprehension. There are many benefits to using YouTube in the classroom. In her 2009 article in *English Journal* entitled "Teaching Shakespeare with YouTube," Christy Desmet stated "By virtue of the site's construction, the necessarily brief YouTube videos are perfect for introducing key concepts to be used in hands-on classroom activities of both an analytic and creative nature" (p.67). Because of the length and size requirement, students (and teachers) can gather a large variety of sources to help them understand Shakespeare's language. YouTube is a great source per Desmet because it "restricts the length and size of videos to ten minutes and two gigabytes of material, so the venue automatically encourages an aesthetic of brevity" (p.66). YouTube videos are accessible by anyone who has an internet connection, so both teachers and

students can benefit from its use. If a video clip is shown in the classroom, a student can review it at another time or place. This feature might guide students in their comprehension of the story, themes, or characters.

Auditory Learning

The visual method of teaching literature can be very effective, but to fulfill a multisensory approach, other senses need to be incorporated. Another effective method includes implementing devices that focus on the auditory sense. One very popular digital device that focuses totally on the auditory sense is the creation of the audio book. Reading and literature students can benefit greatly from listening to audio books while following along in their texts. Several studies have analyzed the use of audio books when teaching classic literature. One type of audio book that is emerging is called a Playaway®. This device is a portable MP3 device with digital audio books already loaded when it is purchased. The selling point of the Playaway® is its affordability; cost is \$30-\$70 each. The premise for this audio tool is that books on tape are no longer reserved for the blind, elderly, or those with vision problems (Pope, Peters, Bell, & Bastian, 2009, p.2).

Who is the listening audience of audio books? It has become clear that audio books now are getting the attention of high school and college age students who prefer listening to books compared to traditional reading. Struggling readers can now employ their sense of hearing to help them with reading comprehension as “audio book listening is one of the very few types of reading that is increasing general literacy” (Pope et al., 2009, p.49). The recurring theme to this article is that “research continues to prove that using audio books helps students with word comprehension, vocabulary expansion, fluency, and overall comprehension” (Pope et al., 2009, p.49). The correlation between the usage of audio books and this action research study is very

strong. The use of audio devices may help high school students understand the play better than just a traditional reading of the play might.

Technology Incorporation

Based on the information in this literature review and experience in a modern-day classroom, it has become clear that some form of sensory technology used when teaching literature benefits the 21st century student. Due to the technology shift that has occurred, students have shifted from books to visual sources like movies and video games. One of the biggest challenges English teachers have in a literature classroom, specifically a Shakespeare classroom, is getting kids motivated to learn the language. Kansara asks teachers to picture a typical high school Shakespeare class. It looks like “many students yawning at the prospect of weeks of Elizabethan verse, some even dreading it, so distant, unrelated to their preoccupations expressed in visual media and interactive blogs” (2007, p.13). What these students are not aware of is that visual media and digital technology is available to guide them on their quest of learning Shakespeare. Kansara stressed that for students to achieve the literacy needed to learning Shakespeare, some form of digital media should be used. YouTube, MySpace, Facebook, blogs, MovieMaker, and other computer resources cater to the multisensory learning.

Not using some form of digital media in a Shakespeare classroom seems almost medieval. Kids today are surrounded by digital media. Reflecting how students today use technology in their everyday lives allows educators to adapt their teaching styles to integrate technology. Shamburg & Craighead (2009) postulated that “subjecting Shakespeare to the tools of digital technology is not only useful but also natural” (p.74). Working with technology is natural to students, so using technological devices in a Shakespeare classroom will allow students to find a correlation between the creativity of the digital age to that of Shakespeare and

the English Renaissance. Although the digital intricacies of today's students appear to have differences, there is a direct connection to Shakespeare (Shamburg & Craighead, 2009). At the peak of his career, Shakespeare was using all the same methods to create his literature that today's student uses every day. Thomas Pettitt argued that students who use the same production processes required of the digital age, like sampling, remixing, borrowing, reshaping, appropriating, and recontextualizing are using processes similar to that of Shakespeare's theater (as cited in Shamburg & Craighead, 2009). What does this mean? Students are using Shakespeare's techniques on a daily basis every time they use technology. As a result, Shamburg and Craighead argued that using technology-based creative projects that focus on the language of Shakespeare are very powerful developmental tools (p.74).

In conclusion, this action research was undertaken to find out if students would benefit from using multisensory technology when learning Shakespeare. Digital media attracts students. Very simply stated, this is reason enough to further research the use of such digital media to teach Shakespeare. Hopefully, using YouTube, MovieMaker, audio books, and other multisensory digital devices will help our students explore the wonderful world of William Shakespeare. Although there have been many studies that look at using visual or auditory aids for teaching literature, further research needs to look at incorporating digital media in a high school Shakespeare classroom.

Methodology

How do teachers know that students will understand the Shakespearean literature that is required of them? There are a few simple technological devices that can be used to analyze how students learn the language of Shakespeare. But the overall question the researcher was trying to find an answer to was: Will listening to audio technology or watching video clips while reading

Shakespeare help high school students comprehend the language and understand the story? This research study was an explanatory mixed-method design that incorporated both quantitative and qualitative data based on the praxis paradigm. The researcher triangulated her instruments by using observation logs (qualitative), posttests (quantitative), and surveys (quantitative).

Setting and Participants

This study took place in a high school sophomore English classroom. The high school where this action research study was implemented is located in a small town in rural Wisconsin. The population of the high school for grades nine through twelve was approximately 420 students, of which Caucasian was the predominant race. All students in the three participating classes were traditional students; consequently, their ages ranged from fifteen to seventeen. For the purpose of this study, the researcher chose students in three sophomore English classes to be the participants, since the high school curriculum mandates that all high school students read Shakespeare's *The Tragedy of Julius Caesar* in their sophomore year. The duration of the study was two weeks and consisted of the reading of Act 1 only.

Through a random selection, fifth hour was the control group, and the method used in class was to read the play aloud. This is the method the researcher most often used in the past to teach works by Shakespeare. Students in this group were assigned parts (see Appendix E) and expected to read from the textbook. The class make-up of fifth hour was twenty-two students; there was an even distribution of males and females (50% of each), and they were all Caucasian. The second study group was the fourth hour class, and they listened to a recording of the play while reading along in their books. This class had twenty-four students, with fifteen being female and nine being male. Twenty-three of the students were Caucasian, and one student was Hispanic. The final sophomore English class was sixth hour, and it consisted of nineteen

students. Eight were female, and eleven were male, with all students being Caucasian. This class read the play first and then watched YouTube segments of the movie (see Appendix F).

All English classes at the high school were mixed academic levels. This means that there were no specific honors classes, gifted and talented classes, or learning disability classes. All students that qualified for these specialties were assimilated into regular English classes. Fifth hour contained one student who was labeled learning disabled. Fourth hour class had one student who received help for speech and language. Sixth hour had one student with a learning disability and one who had been diagnosed ADD (Attention Deficit Disorder).

All participants in this study were selected following IRB protocol. The researcher has taken and passed CITI training and obtained the Institutional Review Board protocol approval (Appendix A). She got the permission to administer this study from her high school principal (Appendix B) and through signed parent consent forms (Appendix C) and signed student assent forms (Appendix D).

Intervention and Instruments

To administer this research study, the researcher designed three primary data collection tools. The first was a series of student observation logs (see Appendices G, H, and I). These logs were based on templates given to the researcher by her advisor, Dr. Aida Michlowski. All students in the three participating classes were observed while reading, listening, or watching the play. The researcher looked for certain behaviors, such as attentive and focused or distracted and unfocused. The second tool used in all three research groups was a posttest (see Appendix J). The test covered all of Act I of *The Tragedy of Julius Caesar* and was the same version for all three test groups. The researcher developed the posttest that was used for all three classes, and it consisted of eighteen short answer questions and eight multiple-choice questions. Total value of

posttest equaled twenty-four points (a few of the short answer questions were worth more than one point.) The third data collection tool was a student survey (see Appendices K, L, and M). Some of the questions on the survey had been altered to fit the test groups.

Procedure

Procedurally, the researcher randomly selected the three test groups from three sophomore English classes. Fifth period class was chosen to read the play in a traditional manner—by character assignments (see Appendix E) and reading the play aloud during class time. Since they only read Act I for this action research study, completing the reading on time was not a problem. This applied to all three research groups, because Act I only consisted of three scenes for a total of twenty-one pages. The reading actually only took three days, and during that time, data was collected three ways. Observation logs were kept by the researcher while students were reading, posttests were completed by the students after reading, and surveys were filled out by the students after completion of the posttest. Days four and five were used to administer posttests and surveys.

The fourth hour class also read the play, but they followed in their books while listening to an audio book version. The recording was done by professional actors with the special benefit of sound effects. Data was collected using the same methods used for the control group: observation logs, posttests, and surveys. The former tool was implemented by the researcher while the class was reading and listening. The latter two were completed by the students after reading Act I. Reading and listening took three days. Days four and five were used to administer posttests and surveys.

Sixth hour was randomly chosen to read first and then watch the YouTube version (see Appendix F) of that act. As mentioned earlier, Act I is only three scenes and twenty-one pages

long. All reading was completed in the first three days. For the sixth hour class, days four was used to view the film, and day five was used to administer the posttests and surveys.

By the end of the week, all three research study groups were analyzed by using similar versions of the three data collection tools. The observation logs, posttests, and surveys were used in conjunction with evaluating student comprehension of Shakespeare.

Results

This study examined what methods worked best for high school students when learning to comprehend the language used in William Shakespeare's *The Tragedy of Julius Caesar*. The question that framed the study was "Will listening to audio technology or watching video clips while reading Shakespeare help high school students comprehend the language and understand the story?" Data collection was triangulated using the following methods: posttests, surveys, and observation logs.

Posttest Scores

Figure 1 shows how similar the mean score of the three groups were. The average score on the posttest for my fifth hour, the control group that read aloud, was 67.78%. The average score for fourth hour, the experimental group that listened to the audio book, was 67.47%. Sixth hour, which was the experimental group that first read and then watched a video, scored an average of 58.76%. For a breakdown of all individual scores, see Appendix N.

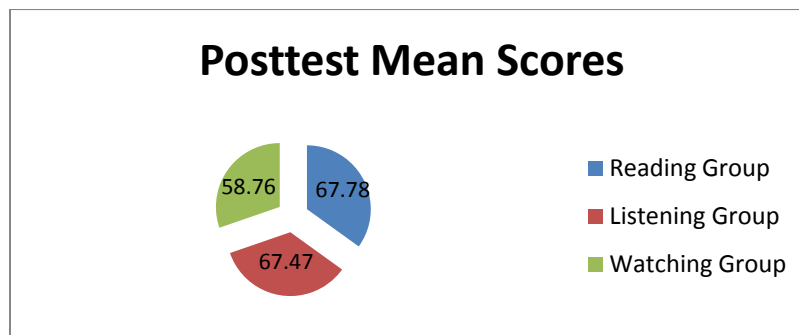


Figure 1. Posttest mean scores of the three groups

A few students in each study group were exempted from these averages. The scores of all students who failed to return the parent permission form were not part of the mean scores. The reading group in fifth hour had three students in this category, and one student who was absent for the entire study and posttest. The listening group in fourth hour also had three students failing to return their permission slips; two students in this hour were absent for the posttest. The watching group in sixth hour had the best response to the permission forms. Only one student failed to return the form, and one other student was absent for the posttest.

Survey

The survey produced several varied results. Because each study group was asked questions that pertained to the method in which Shakespeare was presented to them, the results are separated by class (see Appendices K, L, and M). The first question asked each study group what they liked most about the reading method used in class. The reading group presented two common answers, which were “the different voices for different people made it easier to understand,” and “we could stop and talk about it if we didn’t understand something.” The listening group also responded positively to the first question commonly answering that they “could hear the tones of the characters” and that the “people did not get messed up or slowed down on the words.” The watching group liked that they could “actually see the play acted out with character body language” and that the visual helped them “see more clearly what’s going on, because *Julius Caesar* is hard to visualize especially with the difficult language.”

The second question asked all students in the three study groups what they liked least about the method they used. The reading group “didn’t like reading the long parts” and that the words were “hard to comprehend and the people talking had a hard time with the words so it broke the rhythm.” One common concern in the listening group was the speed at which the play

moved. A few students complained that they got bored because all they had to do was listen. The watching group also complained about the speed at which the movie moved along, and the language was still difficult to understand. Like modern-day teenagers, another common issue for the watching group was that the movie was in black-and-white.

When asked if they thought that the method used for reading Act 1 of *Julius Caesar* in their study groups increased their understanding of the language of Shakespeare, students were able to circle their ratings on a scale of 1 to 5, with 1 being “disagree” and 5 being “agree.” For results of all three study groups, see Figure 2. The control group that read the play aloud (shown in blue) showed the most even distribution throughout the matrix. The listening group (shown in red) and the watching group (shown in green) were similar; they both showed the ranking of 4 as the most commonly chosen answer, agreeing that the methods they were exposed to were helpful in understanding the language of Shakespeare. Neither the listening group nor the watching group disagreed to the method they used.

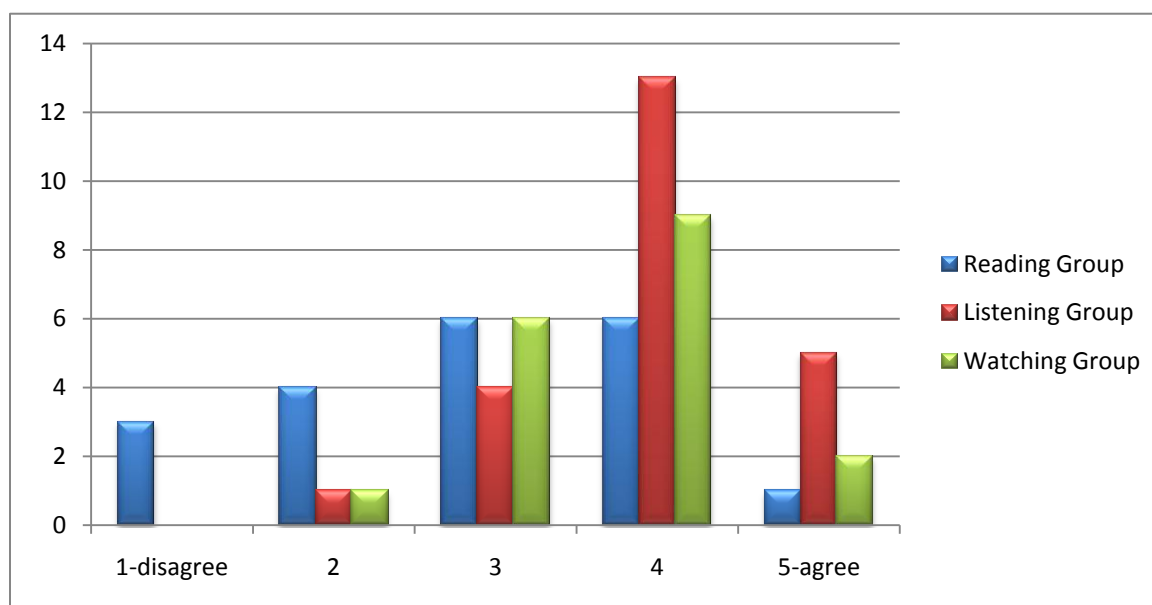


Figure 2. Survey results for question #3 -“On a scale of 1 to 5 with 5 representing agree, do you think that reading, listening, or watching *Julius Caesar* increased your understanding of the language of Shakespeare?”

The last question on the survey asked students if the methods used in their study groups motivated them to read the other acts of the play (see Fig. 3). The reading group had six students say “Yes” and nineteen students say “No.” Although there were fewer than twenty-five students in the reading group, some students responded to both the “Yes” and “No” choices and gave reasons for both. The listening group had ten students say “Yes” and twelve students say “No.” The final watching group had seven students say “Yes” and thirteen students say “No.”

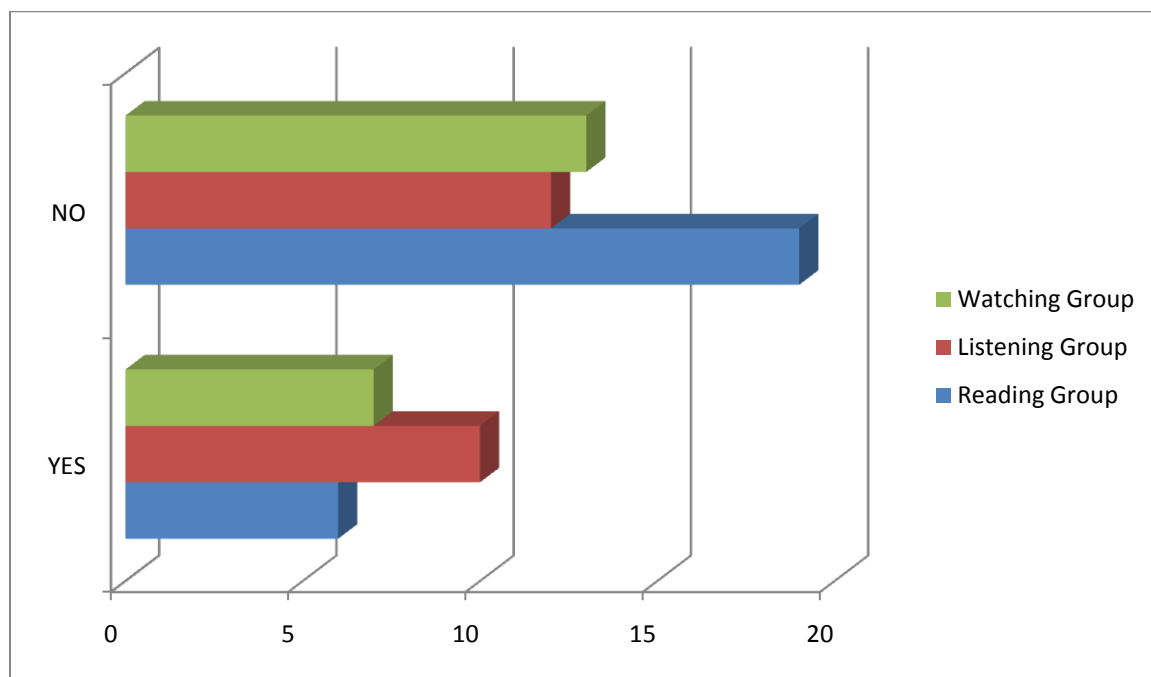


Figure 3. Survey results of question #4 – Do you think that reading, listening, or watching Act 1 of Julius Caesar has motivated you to read the other Acts of Shakespeare’s play?

Observation

The third tool used to triangulate data for this study was an observation log for each class. In spite of a few absences in each group, most students appeared to be on task while focusing on reading, listening, or watching. The students that were observed as being off task were the students who were consistently off task every day of the study. A few students who were on task earlier in the week, appeared to be off task by the third day of the study. All three observation

logs showed positive reinforcement that the majority of students were focused and following along when the play was being taught.

Discussion

During this study, the researcher expected to find that one of the two experimental groups (listening and watching) would score higher on the posttest than the reading group. The watching group was the only group that was exposed to the play twice; the first time it was read aloud by the students and then they watched the YouTube videos. Because of the double exposure, the researcher thought their scores would be higher than the other two groups. Surprisingly, their scores on the test were the lowest with a mean score of 58.76. The control group actually had the highest mean score of 67.78, which was very close to the listening group, which had a mean score of 67.47. Overall, the posttest scores were very disappointing. A 67 on the grading scale equals a D+, so some revisions need to be made when teaching Shakespeare and expecting the students to comprehend the plot.

Some of the reasons why the reading group scored the highest became clearer after reviewing the survey answers. Many of the students felt that reading the play aloud gave them opportunities to stop and ask questions more often. Consequently, there was more student/teacher interaction with the control group. This correlates with the listening group, who complained on the survey that the audio book went too fast. By the time students realized they were confused and needed to ask questions, the play had moved on without them. The book also offered many footnotes to help readers with language comprehension, and a few students utilized these throughout the reading. The audio book did not give time to the students to reference those footnotes in a timely manner.

The biggest surprise came from the watching group. They were very excited that they were randomly chosen to read the play aloud and then have the opportunity to watch a video version as well. There was one problem that arose. To complete the study on time, the reading needed to be rushed. This lessened the opportunities for the students to pause, think about the story, ask questions, and clarify meanings. Essentially, the watching group had to complete two steps to their method compared to only one step in the other two groups. One positive observation about the watching group was that they were very responsive to the video. There was a higher energy in the room than the other two groups, maybe because of the multisensory stimulation, which included both the visual and the musical. During the video, many students were whispering, a few students put their heads down to watch, and quite a few students moved their bodies to the musical score. Maybe these activities occurred because the lights were turned down in the classroom. Also, two of the students opened up their books and followed along with the lines used in the movie. Overall, the students were very excited to see “their” characters on the screen.

After skimming the literature review for this study, the researcher is convinced that Howard Gardner’s Theory of Multiple Intelligences must be taken into account when establishing how technology is integrated into curriculum (Jackson, Gaudet, McDaniel, & Brammer, 2009). Although the visual learners in the watching group might have enjoyed the video version of the play, different techniques need to be tested to help the students improve their scores and understand the language. Because the reading group and listening group both used auditory learning to understand the play, the researcher concludes that the auditory sense is a better way of teaching the play, as long as students have the opportunities to pause and ask questions while the play is being read (and not necessarily after).

One of the common topics in the literature review is that students of the 21st century learn differently today because of multisensory exposure. This study produced results contrary to this theorem; the students performed better without multisensory overload. Exposing the students to technology is definitely a good way to teach Shakespeare, but too much technological and/or multisensory stimulation might be too distracting making it difficult for them to focus and really comprehend the language.

Reflection

This research study was implemented to analyze the effects of integrating technological tools that used multisensory approaches in a Shakespeare unit. Because the findings of this study were the opposite of the researcher's expectations, a few new applications need to be examined. There was a clear indication that students respond well when technology is used in the classroom, but they still need interaction with the teacher for total understanding. Allowing the students time to reflect on what they read and to ask questions really became a valuable tool in the total comprehension of Shakespeare's language.

Also, the researcher chose to use Act 1 of *The Tragedy of Julius Caesar*, whereas there are four more acts that could have been used. Could this study be continued using the remaining four acts of the play? Would a continuation of the study in later acts produce different results? The reason these questions arise is because students generally struggle with the play. One reason why is because the characters' names are so different from modern names. If readers do not know if a character is male or female, understanding the plot could be difficult. Another feature of the play that causes confusion is that many of characters have names that begin with the letter "C" (Caesar, Caius Cassius, Casca, Caius Ligarius, Cicero, Cimber, Claudius, Clitus, Cinna, Cato, and Calphurnia). Because these names look very similar, students need time to know who

is who. It is the researcher's belief that students would comprehend Shakespeare's language and the plot of *Julius Caesar* once they are comfortable with character identification. This generally happens later in the play when students can differentiate between the Caesar's supporters and the conspirators.

Another attractive aspect that the latter acts of the play provide is more action. Modern-day students love action; this becomes evident in the types of movies they favor. In *Julius Caesar*, the action starts to pick up at the beginning of Act 3. Caesar is killed, Antony's funeral speech whips the commoners into a violent frenzy, Brutus and Cassius flee Rome, and eventually a war breaks out. By reviewing Act 1 with all classes before moving ahead with the remainder of the play and to check for understanding, the researcher is giving the students the opportunity to enjoy the action-filled events that occur later in the plot.

A few applications also need to be considered because of a few struggles that occurred during the study. The first challenge was getting the students to return their Parent Permission Forms which might have changed the outcome of the study. The students who did not return the forms still participated in the classroom activities (reading, posttest, and survey), although their results were not used as part of the data analysis. Ironically, several of these students were the students who appeared less focused than the study participants. The second struggle appeared in both the listening group and the watching group. Both groups complained that the technology used was too fast. It was a challenge to stop the tape or video clip to point out key events or answer the students' questions. One way that this will be changed in the future is by slowing down the reading of the play. This revision will allow students the much-needed opportunities to ask questions when they do not understand the literature. Also, if technology is used to teach

Shakespeare in the future, it will be incorporated as a supplementary tool after reading sections of the play.

Although adding technology proved to have little effect on students' scores when comprehending the language of Shakespeare, one of the successes of integrating technology into the curriculum was the increase in focus. While observing the students in the listening and watching groups, the researcher noticed the energy levels were higher when using the technology. The sound effects and voice inflections helped them understand the mood of different scenes within the act. They also were exposed to proper pronunciation of the words.

When analyzing the traditional methods used in the past, it becomes evident to the researcher that new methods need to be considered. Reading aloud day-after-day can be grueling for both the students and the teacher. Trying to get the students interested in the play when they struggle with Shakespeare's language is very difficult. The most common method used was assigning parts and reading the play aloud. This takes much class time to implement and the undivided attention of the teacher. Some students are better readers than others, so listening to them struggle with the language interferes with the class's comprehension of the play. Reading *Julius Caesar* aloud three classes a day can be quite repetitive and tiring for the teacher as well. Although these are characteristics of reading Shakespeare aloud, they also produced the biggest success of the study. Students in the reading group had the highest scores. They were only slightly above the listening group, but the survey produced reasons why they enjoyed the traditional method. They really liked the interaction between them and the researcher. Information was explained to them, and they did not have to move on with the reading until everything was understood.

Recommendations

Before considering the action plan for this study, the researcher documented the many questions that arose while the study was being conducted. They are as follows:

Would the mean scores show more variation between groups if the study was completed later in the play? As mentioned earlier, students generally struggle with characters and plot events in Shakespeare's plays. Having the advantage of reading one or two acts before the action research is implemented may allow more stable results in regards to the use of technology.

Should more than one act be used when conducting action research? Reading Act 1 took less than one week for all three study groups. Results may have been different if the action research lasted longer throughout a few of the acts instead of just one. Students would have more time to get comfortable with the author's style and the plot and overall more exposure.

Does grade point average (GPA) of the study participants have any place in the data analysis? After the study was completed, the researcher reviewed the participants. Although GPA was not used when analyzing test scores, the researcher found that the group with the lowest mean score also, as a whole group, showed the lowest academic achievement in the past.

Is the time that the students have class have any impact on their learning? This question came to mind because one of the study groups (watching group) had class after lunch. During observation, it seemed like this class had lots of pent-up energy compared to the two morning classes. As a result, maybe the participants seemed to have less focus than the morning groups.

Can technology be used in other ways to enhance the learning of Shakespeare's language? Because the participants liked using technology when learning Shakespeare, different methods should be utilized. Using the multisensory approach still will reach students with different learning styles, and technology can fulfill that role.

Future Plan of Action

Now that the results are documented, an action plan needs to be considered. The overall goal is to have students read Shakespeare both traditionally and using multisensory technological methods. While doing so, they will understand the language of Shakespeare. There are also a few specific steps to achieve the overall goal. Students will read the first act of the play aloud in class before the plan is implemented. This means that all classes will be reviewing the act a second time. Teacher will check for understanding of all characters and plot events before moving on to the remaining acts of the play. Students will read aloud Acts 2 through 5 as well. During each reading, technological methods that use both audio and visual techniques will be utilized. Essentially, at the end of each scene within the act, students will listen to the audio book and then proceed to watching the YouTube video clip of that scene.

The targeted pattern that developed during action research was that students did not perform better when using technology than when just reading the play aloud. The student views on Shakespeare may have an effect on how they approach the reading of the play. Using technology as a supplementary tool when reading Shakespeare gives the students more opportunities to review the play and understand the complex language.

To implement the action plan, a few strategies are considered. First of all, teacher and student modeling might be very helpful. Some students are hesitant to read out loud in class, so if the teacher can read a few sections using appropriate tone, expression, and volume, students may learn from the experience. Another strategy, as mentioned earlier, is using technology in different ways throughout the reading. Incorporating technology after the reading portion of the scenes of each act may help students with comprehension. This strategy allows them to pause and ask questions before being exposed to the technology.

The location, participants, and evaluation tools of the action plan would be similar to those used in the original research study. Execution of the plan would take place at MHS with all students enrolled in the researcher's three English 10 classes. No additional materials or supplies are needed to execute the action plan. Possible evaluation tools include student scores on tests, surveys, and observation logs. One additional device the researcher would use is a self-evaluation. The researcher could use this tool to reflect on the impact she has on the learning environment over the use of technology. This would be helpful when analyzing what questions are asked in each class, what information is shared with all three classes, and what devices the teacher uses (technology-based or not) to insure that the students have been offered all of the information they need to comprehend Shakespeare.

This research study and action plan can benefit all teachers of Shakespeare. The results will be shared with other English teachers in the researcher's school district. The final report will not be published because further research needs to be completed. After reviewing all of the questions that arose during the study, it became evident that a few different approaches need to be implemented before publishing results of this type. Overall, more analysis needs to be done as the remaining acts of the play are read.

In the end, action research has proven to have a positive impact on teaching the imagery-filled words of Shakespeare. The researcher's mission was started when she tried to discover a technological device that would bypass the language barrier students seem to have when they are required to read Shakespeare. Is it possible to find new technologically-based techniques to get students to understand the great stories beneath the elaborate Elizabethan language? Both audio and visual devices were used, but the traditional method of reading the play aloud as a class still seemed to work best with these so-called "digital natives" (Prensky, 2001). Realistically,

students today need to understand the uses and workings of different forms of technology if they are to be successful in the future. Because modern day students are living in a multisensory world and bombarded with technology on a daily basis, the researcher will continue her mission of trying new approaches to teaching the age-old words of William Shakespeare.

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Appendix A. IRB Approval

Researcher Name: **Lynelle Reak**

Your project titled “*Understanding the Language of Shakespeare through Multisensory Stimulation*” has been reviewed by the Marian University Institutional Review Board for the Protection of Human Subjects (IRB). It has been determined that under rules governing protocol review, the project qualifies for expedited review and is approved for one year without modification.

If you should make any future changes in the protocol involving 1) method, 2) subjects, 3) informed consent, and/or 4) subject identification, you must submit a protocol modification. Contact the Office of Research and Sponsored Programs for instructions regarding protocol modification.

The case number assigned to this protocol is **M101109085Q**; please reference this number in all future correspondence. You are responsible for maintaining all records related to this project for at least three years after completion of the research project.

Your protocol approval is valid from 09/28/2010 to 09/27/2011. You will be required to submit an Annual Progress Report (APR) to the IRB at the completion of your project. Before your proposed end date, you will be sent a reminder to complete this form and return it to the Office of Research and Sponsored Programs to disclose the status of the research, which can be found on the [Marian University IRB website](#). You may also request an extension of IRB approval for another year beyond the approved end date by completing this form.

Please do not hesitate to contact the ORSP (orsp@marianuniversity.edu or 920-923-8976) if you have questions or require additional information.

MARC HEIMERL, IRB Secretary
Office of Research and Sponsored Programs
Marian University
45 S. National Avenue; Room R006
Fond du Lac, WI 54935

Telephone: 920-923-8796
Fax: 920-926-2114
www.marianuniversity.edu/irb

Appendix B. Site Permission



**MAYVILLE
HIGH SCHOOL**

"Today's Youth is Tomorrow's Future"

500 N. Clark Street
Mayville, WI 53050
(920) 387-7960
Fax: (920) 387-7977

www.mayvilleschools.com

Institutional Review Board
Marian University
45 S. National Avenue
Fond du Lac, WI 54935

Dear Institutional Review Board,

I hereby agree to allow Lynelle J. Reak, from Marian University to conduct her research at Mayville High School, 500 N. Clark St., Mayville, WI 53090. I understand that the purpose of the study is to help high school students comprehend the language of Shakespeare.

By signing this letter of permission, I am agreeing to the following:

- ☐ MU researcher(s) have permission to be on Mayville High School's premise.
- ☐ MU researcher(s) have unrestricted / restricted access to the data collected to perform the data analysis both for presentation to Marian University and for publication purposes.

Sincerely,

Mr. Lee Zarnott, Principal
Mayville High School
500 N. Clark St.
Mayville, WI 53050

September , 2010

◆ **LEE ZARNOTT**

Principal
(920) 387-7960, Ext.: 102
lzarnott@mayville.k12.wi.us

◆ **REBECCA LeBOUTON**

Dean of Students
(920) 387-7960, Ext.: 108
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◆ **SIGNE SCHECHER**

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◆ **MARY KRAPFL**

Administrative Assistant
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◆ **JANET HUSSLI**

Administrative Assistant
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Appendix C. Parent Consent Letter and Form

Study Title: Understanding the Language of Shakespeare through Multisensory Stimulation

IRB Approval File Code: M101109085Q

Researchers:

Principal Investigator – Lynelle J. Reak, 920-387-7960 ext. 134, lreak@mayville.k12.wi.us

Research Advisor – Dr. Aida Michlowski, Marian Professor 920-923-8749, amichlowski@marianuniversity.edu

You are being asked to allow your child to take part in a research study carried out by me, Lynelle J. Reak. Please read this form carefully, taking as much time as you need. Ask me, the researcher to explain anything you don't understand. This study has been approved for human subject participation by the Marian University Institutional Review Board (IRB).

You may refuse to give permission, or you may withdraw your permission for your child to be in the study, for any reason. Your child will also be asked if he or she would like to take part in this study. Even if you give your permission, your child can decide not to be in the study or to leave the study at any time.

What is this research study about?

This research study is being done to help assist high school students understand the language of Shakespeare. We are asking your permission for your child to be in the study because he or she is in one of my Sophomore English classes and will be studying Shakespeare's *The Tragedy of Julius Caesar* this quarter.

What will my child be asked to do if he or she is in this research study?

If your child takes part in the study, he or she will be asked to

Read Act 1 of *The Tragedy of Julius Caesar* in class. Depending on which hour he or she has Sophomore English, he or she will read the play out loud in class, or listen to a taped version of the play while following in the book, or read the play and then watch a video production. This reading and study should take about one to two weeks of class time

Be observed by the teacher to see if he/she stays on task during the study.

Take a posttest to check for understanding at the completion of the reading. The same posttest will be used universally across all three classes to see if students comprehend Shakespeare's language better by using sensory stimulation.

Fill out a survey which will be opinion-based, asking students for their preferences when reading difficult literature like Shakespeare.

During this study, your child may refuse to answer any question on the posttest or survey.

Are there any benefits to my child if he or she is in this research study?

The potential benefit to your child for taking part in this study may be a better understanding of Shakespeare's *The Tragedy of Julius Caesar*, which is required literature for Sophomore English. If your child takes part in this study, it may help him or her appreciate the other acts of the play.

Are there any risks to my child if he or she is in this research study?

Appendix C. continued

The potential risk of loss of time and inconvenience. I will try to minimize the loss of time and inconvenience by being well-prepared with contingencies, making sure audio and video equipment are operating properly.

The potential risk of loss of confidentiality, although unlikely. I will try to minimize the breach of confidentiality, by having my surveys anonymous, observation notes and tests coded. The hard data be placed in a secure location in a locked file drawer accessible only to the researcher and the digital data will be saved in the researcher's password-protected computer that has firewall system.

The potential risk of emotional distress and physical discomfort during this process. I will try to minimize any discomfort or distress, by reminding the students that they may choose to withdraw from the study at any time, that they may skip questions that make them uncomfortable.

The potential risk of physical harm or discomfort. To minimize the potential risk of physical harm or discomfort, the participants will be allowed frequent breaks and will be shown proper posture while reading, listening and viewing. The students will be allowed to adjust the volume and the brightness/contrast of their computer screens to their comfort level.

Precautions will be taken to avoid any of the potential risks from occurring, but in the unlikely event that they do occur, the parent will be notified immediately, I will talk with the affected child, and refer him/her for counseling, if needed.

Will information about my child be kept private?

The data for this study will be kept private and confidential to the extent allowed by federal and state law.

All posttests and surveys will be coded and a key maintained separately from the data.

Students will at no time put their names on the posttests or the surveys.

When teacher takes observation notes during the reading, no names will be used.

The data will be stored in a locked file cabinet to prevent a breach of confidentiality.

The following personnel will have access to the data: researchers (Lynelle J. Reak), research supervisor (Dr. Aida Michlowski), Institutional Review Board (IRB), and my principal (Mr. Lee Zarnott).

Any parent who would like to read the results of this study may obtain that information by contacting me at Mayville High School at 920-387-7960 ext. 134 or e-mail at

lreak@mayville.k12.wi.us.

The results of this study may be published or presented at professional meetings, but your child's name will not be used or associated with the findings. The data for this study will be kept for three years and destroyed after that.

Are there any costs or payments for your child being in this research study?

There will be no costs to you or your child for taking part in this study and you will not receive money or any other form of compensation for taking part in this study.

What are my child's rights as a research study volunteer?

Your child's participation in this study is completely voluntary. Your child may choose not to take part in this study, choose not to answer specific questions, or leave the study at any time. If

Appendix C. continued

this occurs, the child will still take part in the regular classroom activities, but the child's information will not be used in the study. There will be no penalty or loss of benefits to which you or your child are entitled if you choose not to give your permission for your child to take part or your child withdraws from the study.

Who can I talk to if I have questions?

If you have questions about this study or the information in this form, please contact the researcher Lynelle J. Reak, MHS English Teacher at Mayville High School, 500 N. Clark St., Mayville, WI 53050. My e-mail is lreak@mayville.k12.wi.us and my phone number is 920-387-7960 ext. 134. If you have questions about your rights or your child's rights as a research participant, or would like to report a concern or complaint about this study, please contact the Marian University IRB Administrator at (920) 923-8796, or e-mail orosp@marianuniversity.edu, or regular mail at: Marian University ORSP, 45 S. National Avenue, Fond du Lac, WI 54935.

What does my signature on this consent form mean?

Your signature on this form means that:

You understand the information given to you in this form

You have been able to ask the researcher questions and state any concerns

The researcher has responded to your questions and concerns

You believe you understand the research study and the potential benefits and risks that are involved for your child.

You understand that even if you give your permission, your child may choose not to take part in the study.

You will keep this portion of the consent form and return the signature page to the researcher.

Appendix C. continued

Study Title: Understanding the Language of Shakespeare through Multisensory Stimulation
Researchers:*Principal Investigator – Lynelle J. Reak, 920-387-7960 ext. 134, lreak@mayville.k12.wi.us**Research Advisor – Dr. Aida Michlowski, Marian Professor 920-923-8749,
amichlowski@marianuniversity.edu***Statement of Consent**

I give my voluntary permission for my child to take part in this study. I will be given a copy of this consent document for my records.

Signature of Parent or Guardian

Date

Printed Name of Parent or Guardian**Statement of Person Obtaining Informed Consent**

I have carefully explained to the parent of the child being asked to take part in the study what will happen to their child.

I certify that when this person signs this form, to the best of my knowledge, he or she understands the purpose, procedures, potential benefits, and potential risks of his or her child's participation.

I also certify that he or she:

Speaks the language used to explain this research

Reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her

Does not have any problems that could make it hard to understand what it means for his or her child to take part in this research.

Signature of Person Obtaining Consent

Date

Lynelle J. Reak
Printed Name of Person Obtaining Consent

Principal Investigator
Person's Role in Research Study

Appendix D. Student Assent Form

Study Title: Understanding the Language of Shakespeare through Multisensory Stimulation

IRB Approval File Code: M101109085Q

Researchers:

Principal Investigator: Lynelle J. Reak, 920-387-7960 ext. 134, lreak@mayville.k12.wi.us

Research Advisor: Dr. Aida Michlowski, 920-923-8749 amichlowski@marianuniversity.edu

My name is Lynelle Reak. As part of my master's studies at Marian University, I am doing a classroom action research project. I am inviting you to take part in my research study. Your parent(s) know I am talking with you about this project, but it is up to you to decide if you want to be in it or not. This form will tell you more about it to help you decide whether or not you want to take part in it.

Why is this study being done?

The purpose of the study is to help us learn about how reading, listening and watching Shakespeare can help us understand the language in his play *The Tragedy of Julius Caesar*. You are being asked to take part because you are a student in my class.

What am I being asked to do?

If you decide to be in the study, I will ask you to

Read Act 1 of The Tragedy of Julius Caesar in class. Depending on which hour you have Sophomore English, you will read the play out loud in class, or listen to an audio-taped version of the play while following in the book, or read the play and then watch a video production. This reading and study should take about one to two weeks of class time

Be observed by the teacher to see if you stay on task.

Take a posttest to check for understanding upon completion of the reading.

Fill out a survey asking you for your preferences when reading difficult literature like Shakespeare.

During this study, you may refuse to answer any question on the posttest or survey.

What are the benefits to me for taking part in the study?

Taking part in this research study may not help you get straight A's, but it might spark an interest for classic literature and help you understand the language of Shakespeare.

Are there any risks to me if I am in this study?

The potential risks of taking part in this study are no greater than minimal. For example you may undergo some physical discomfort, emotional stress, inconvenience, loss of time and breach of confidentiality. I will take every precaution to minimize these risks from happening, but should they occur, I will refer you to the guidance counselor, give you extra time to make up for work and keep all of the information from the study confidential.

Will my information be kept private?

The data for this study will be kept private and confidential to the extent allowed by federal and state law. The test scores and observation notes will be coded and the survey responses anonymous. The master list and the key will be kept separately in a restricted computer and a

Appendix D. continued

locked cabinet. Neither the researcher(s) nor anyone else will know which data is yours. The general findings will be shared with my research advisor, the school principal and parents who may ask for the results. Under rare circumstances, your data you may be reviewed by MU officials. When we tell other people or write articles about what we learned in the study, we won't include your name or that of anyone else who took part in the study. The data for this study will be kept for three years and destroyed after that.

Are there any costs or payments for being in this study?

There will be no costs to you for taking part in this study. And you will not receive money or any other form of compensation for taking part in this study.

What are my rights as a research study volunteer?

Your participation in this research study is completely voluntary. You do not have to be a part of this study if you don't want to. There will be no penalty to you if you choose not to take part and no one will be upset or angry at you. You may choose not to answer any questions you don't want to answer, and you can change your mind and not be in the study at any time. However, if you decide to not be in the study, you will still take part in the lessons and class activities but your data will not be used in the analysis.

Who can I talk to if I have questions?

If you have questions at any time, you can ask the researchers and you can talk to your parent about the study. We will give you a copy of this form to keep. If you have questions about the study, call Dr. Aida Michlowski (920) 923-8749 or email her at amichlowski@marianuniversity.edu

The Marian University Institutional Review Board has reviewed this study to make sure that the rights and safety of people who take part in the study are protected. If you have questions about your rights in the study, or if you are unhappy about something that happens to you in the study, you can contact them at (920) 923-8796 or orosp@marianuniversity.edu.

What does my signature on this consent form mean?

Your signature on this form means that:

You understand the information given to you in this form

You have been able to ask the researcher questions and state any concerns

The researcher has answered your questions and concerns

You believe you understand the research study and the potential benefits and risks that are involved.

You will keep this portion of the student assent form and return the signature page to the teacher/researcher.

Appendix D. continued

Study Title: Understanding the Language of Shakespeare through Multisensory Stimulation

Researchers:

Principal Investigator: Lynelle J. Reak, 920-387-7960 ext. 134, lreak@mayville.k12.wi.us

Research Advisor: Dr. Aida Michlowski, 920-923-8749 amichlowski@marianuniversity.edu

Statement of Consent

I give my voluntary consent to take part in this study. I will be given a copy of this consent document for my records.

Signature of Participant

Date

Printed Name of Participant

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect.

I certify that when this person signs this form, to the best of my knowledge, he or she understands the purpose, procedures, potential benefits, and potential risks of participation.

I also certify that he or she:

Speaks the language used to explain this research

Reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her

Does not have any problems that could make it hard to understand what it means to take part in this research.

Signature of Person Obtaining Consent

Date

Lynelle J. Reak
Printed Name of Person Obtaining Consent

Principal Investigator
Role in the Research Study

Appendix E. Julius Caesar Text

CHARACTERS

JULIUS CAESAR: ambitious military leader and politician;
the most powerful man in Rome

CALPHURNIA: wife of Caesar

MARCUS BRUTUS: friend of Caesar, appointed by him to
high office in the Roman government; a believer in
the republic and member of the conspiracy against Caesar

PORTIA: wife of Brutus and daughter of a Roman patriot

CAIUS CASSIUS: brother-in-law of Brutus and member of the
conspiracy against Caesar

MARK ANTONY: friend of Caesar, senator, and eloquent orator;
member of the triumvirate, the three-man governing body
that ruled Rome after Caesar's death

OCTAVIUS CAESAR: Caesar's great-nephew and official heir;
member of the triumvirate

M. AEMILIUS LEPIDUS: military leader and member of the triumvirate

Conspirators Against Caesar

CASCA	METELLUS CIMBER	TREBONIUS
CINNA	DECIUS BRUTUS	CAIUS LIGARIUS

Senators

CICERO	PUBLIUS	POPILIUS LENA
--------	---------	---------------

Tribunes (*Public Officials*)

FLAVIUS	MURELLUS
---------	----------

Officers in the Armies of Brutus and Cassius

LUCILIUS	MESSALA	VOLUMNIUS
TITINIUS	YOUNG CATO	FLAVIUS

Servants of Brutus

LUCIUS	CLITUS	STRATO
VARRUS	CLAUDIO	DARDANIUS

Others

A SOOTHSAYER (one who predicts the future)

ARTEMIDORUS OF CNIDOS: teacher of rhetoric

CINNA: a poet

PINDARUS: servant of Cassius

ANOTHER POET

**SERVANTS TO CAESAR, ANTONY, AND OCTAVIUS; CITIZENS,
GUARDS, SOLDIERS**

Appendix F. Classic film *Julius Caesar* on YouTube

Julius Caesar 1/12 <http://www.youtube.com/watch?v=yDo1YhLB0x8&feature=related>
 Julius Caesar 2/12 <http://www.youtube.com/watch?v=3hpZ9hNIOEA&feature=related>
 Julius Caesar 3/12 <http://www.youtube.com/watch?v=SiWPesKsS4&feature=related>
 Julius Caesar 4/12 <http://www.youtube.com/watch?v=AZWQgn1loA4&feature=related>
 Julius Caesar 5/12 <http://www.youtube.com/watch?v=epI7MFGScKE&feature=related>
 Julius Caesar 6/12 http://www.youtube.com/watch?v=b9wB_fmasTQ&feature=related
 Julius Caesar 7/12 <http://www.youtube.com/watch?v=QfykYspmPio&feature=related>
 Julius Caesar 8/12 http://www.youtube.com/watch?v=_OHG45bs2Vg&feature=related
 Julius Caesar 9/12 <http://www.youtube.com/watch?v=VWCWZ5aazLg&feature=related>
 Julius Caesar 10/12 <http://www.youtube.com/watch?v=Rcbz8H2b08U&feature=related>
 Julius Caesar 11/12 http://www.youtube.com/watch?v=8xhzHz6p-_k&feature=related
 Julius Caesar 12/12 <http://www.youtube.com/watch?v=STnxIhfGx8A&feature=related>



Appendix G. Observation Log 1 – Oral Reading Class

Directions: Mark the corresponding cells for observed behaviors

✓ for on task behaviors such as student is in character, focused on reading, serious

✗ for off task behaviors such as student is not in character, stammers, giggles, distracted

Student Code	Day 1	Day 2	Day 3	Day 4	Day 5	Total	Notes
A1	✓	✓	✓	✓	✓	✓ = ✗ =	
B1	✓	✓	✓	✓	✓	✓ = ✗ =	
C1						✓ = ✗ =	Can't use (no permission form)
D1	✓	✓	✓	✓	✓	✓ = ✗ =	
E1	✓	✓	✓	✓	✓	✓ = ✗ =	
F1	✓	✓	✓	✓	✓	✓ = ✗ =	
G1	✓	✓	✓	✓	✓	✓ = ✗ =	
H1	absent	absent	absent	✓	✓	✓ = ✗ =	
I1	✓	✓	✗	✓	✓	✓ = ✗ =	Putting on lip gloss.

Appendix G. continued

Student Code	Day 1	Day 2	Day 3	Day 4	Day 5	Total	Notes
J1	✓	✓	✓	✓	✓	✓ = ✗ =	
K1	✓	✓	✓	✓	✓	✓ = ✗ =	
L1	✓	✓	✓	✓	✓	✓ = ✗ =	Strong reader
M1	✓	✓	✓	✓	✓	✓ = ✗ =	
N1						✓ = ✗ =	Can't use (no permission form)
O1	✗	✓	✓	✓	✓	✓ = ✗ =	Strong reader
P1	✓	✓	✓	✓	✓	✓ = ✗ =	
Q1						✓ = ✗ =	Can't use (no permission form)
R1	✓	✗	✓	✓	✓	✓ = ✗ =	Eyes wandering-a little distracted day 3 also
S1	✓	✓	✓	✓	✓	✓ = ✗ =	
T1	✓	✓	✓	✓	✓	✓ = ✗ =	Feet up for comfort
U1	✓	✓	✓	✓	✓	✓ = ✗ =	Very focused
V1	✓	✓	✓	✓	✓	✓ = ✗ =	

Appendix H. Observation Log 2 – Listening to Audio Books

Directions: Mark the corresponding cells for observed behaviors

✓ for on task behaviors such as student is in character, focused on reading, serious

✗ for off task behaviors such as student is not in character, stammers, giggles, distracted

Student Code	Day 1	Day 2	Day 3	Day 4	Day 5	Total	Notes
A2	✓	✓	✓	✓	✓	✓ = ✗ =	
B2	✓	absent	absent	✓	✓	✓ = ✗ =	
C2	✓	absent	absent	✓	✓	✓ = ✗ =	
D2	✓	✓	✓	✓	✓	✓ = ✗ =	Looks around once in a while
E2	✓	✓	✓	✓	✓	✓ = ✗ =	
F2	✗	✗	✗	✓	✓	✓ = ✗ =	Seems sleepy, looks around a lot, yawning/unfocused
G2	✗	✗	✗	✓	✓	✓ = ✗ =	Head down (appears to be sleeping)
H2	✓	✓	✓	✓	✓	✓ = ✗ =	
I2	✓	✓	✗	✓	✓	✓ = ✗ =	Cleaning fingernails day 3

Appendix H. continued

Student Code	Day 1	Day 2	Day 3	Day 4	Day 5	Total	Notes
J2	✓	absent	✓	✓	✓	✓ = x =	
K2	✓	✓	✓	✓	✓	✓ = x =	
L2	✓	✓	✓	✓	✓	✓ = x =	
M2	✓	✓	✓	✓	✓	✓ = x =	
N2	✓	✓	✓	✓	✓	✓ = x =	
O2						✓ = x =	Can't use (no permission form)
P2	✓	✓	✓	✓	✓	✓ = x =	
Q2	x	x	✓	✓	✓	✓ = x =	Distracted days 1 & 2
R2	✓	✓	✓	✓	✓	✓ = x =	Very focused
S2	✓	✓	✓	✓	✓	✓ = x =	
T2	✓	✓	✓	✓	✓	✓ = x =	
U2	✓	✓	✓	✓	✓	✓ = x =	
V2						✓ = x =	Can't use (no permission form)
W2	✓	✓	✓	✓	✓	✓ = x =	More comfortable when turned in her seat
X2						✓ = x =	Can't use (no permission form)

Appendix I. Observation Log 3 – Watching Video

Directions: Mark the corresponding cells for observed behaviors

✓ for on task behaviors such as student is in character, focused on reading, serious

✗ for off task behaviors such as student is not in character, stammers, giggles, distracted

Student Code	Day 1	Day 2	Day 3	Day 4	Day 5	Total	Notes
A3	✓	✓	✓	✓	✓	✓ = ✗ =	Talking because she is distracted by another student
B3	✗	✗	✗	✓	✓	✓ = ✗ =	Talking, distracting others, daydreaming, looking out window
C3	✓	✓	✓	✓	✓	✓ = ✗ =	
D3	✓	✓	✓	✓	✓	✓ = ✗ =	Focused
E3	✓	✓	✓	✓	✓	✓ = ✗ =	Focused
F3	✓	✓	✓	✓	✓	✓ = ✗ =	Followed along in book/doesn't like reading aloud
G3	✗	✓	✗	✓	✓	✓ = ✗ =	Somewhat paying attention/head down during film
H3	✓	✓	✓	✓	✓	✓ = ✗ =	
I3	✓	✗	✓	✓	✓	✓ = ✗ =	Talking during 1 st segment of film- excitement about characters

Appendix I. continued

Student Code	Day 1	Day 2	Day 3	Day 4	Day 5	Total	Notes
J3	✓	✗	✓	✓	✓	✓ = ✗ =	Not watching 2 nd day
K3	✓	✗	✗	✓	✓	✓ = ✗ =	Good interpreter, distracted/making comments on film
L3	✓	✓	✓	✓	✓	✓ = ✗ =	
M3	✓	✓	✓	✓	✓	✓ = ✗ =	
N3	✓	✓	✓	✓	✓	✓ = ✗ =	
O3	✓	✓	✓	✓	✓	✓ = ✗ =	Following along in book, very attentive
P3	✗	✗	✗ ✓	✓	✓	✓ = ✗ =	Talks aloud during any breaks, more focused day 3, slept
Q3	✓	✓	✓	✓	✓	✓ = ✗ =	
R3						✓ = ✗ =	Can't use (no permission for
S3	✓	✓	✗	✓	✓	✓ = ✗ =	When reading day 3, played with hair and head down during film

Appendix J. Act I Post test

Name _____ Date _____ Hour _____

The Tragedy of Julius Caesar
by William Shakespeare
Act 1 Posttest

Short Answer – Complete the following as thoroughly as possible. Answers do not need to be in complete sentences.
--

1. When Murellus and Flavius see that the commoners intend to celebrate Caesar's triumph over Pompey, with what emotion do they respond? (1)

2. When Cassius says, "The fault, dear Brutus, is not in our stars, / But in ourselves, that we are underlings," what is he trying to tell Brutus? (1)

3. What is the Ides of March? (1)

4. What is the main reason that Murellus and Flavius remove the decorations from the statues? (1)

5. When Cassius speaks of the ability to "make the weak most strong" and the bondman's "power to cancel his captivity," what is talking about? (explain your answer) (2)

Appendix J. continued

6. Who is Julius Caesar's most faithful follower? (1)
7. Caesar has a disease known as "the falling sickness." What is another name for this disease? (1)
8. What is alchemy? (1)
9. What is the first reason the cobbler gives Flavius and Murellus about why he is leading men through the streets? (1)
10. Why does Caesar want Calphurnia to stand in Antonio's way during the race on the Feast of Lupercal? (1)
11. What kind of government is present in Rome during Act 1? (1)
12. What does Flavius mean when he says "disrobe the images if you do find them deck'd with ceremonies"? (1)
13. What does swoon or swoond mean? (1)
14. List three things that Casca sees during the storm and believes are bad omens? (3)



Appendix J. continued

15. How does Cassius' interpretation of the bizarre events that happen in Scene 3 reveal his character? (2)
16. Who offers Caesar a crown and how many times does he offer it? (2)
17. Who delivers Cassius' notes to Brutus? (1)
18. List two places that Cassius directs the notes to be taken. (2)



Multiple Choice – Write the letter of the correct answer on the line provided.

- _____ 1. When Murellus and Flavius see that the commoners intend to celebrate Caesar's triumph over Pompey, they respond with
- a. joy
 - b. anger
 - c. praise
 - d. amusement
- _____ 2. Antony's behavior demonstrates that his attitude toward Caesar is
- a. indifferent
 - b. cautious and distrustful
 - c. enthusiastically loyal
 - d. angry and hateful
- _____ 3. Caesar's comment about Cassius' "lean and hungry look" expresses his
- a. concern for Cassius' welfare in regards to his health
 - b. pity for Cassius' social position
 - c. suspicion of Cassius
 - d. certainty that Cassius is planning to kill him

Appendix J. continued

- _____4. The people who oppose Caesar do so because of his
- a. ambitions
 - b. popularity
 - c. physical illness
 - d. military strength
- _____5. The conspirators want Brutus on their side mainly in order to
- a. gain financial assets
 - b. use him as a scapegoat and blame Caesar's death on him
 - c. utilize his amazing intelligence and experience in conspiracies
 - d. make their campaign seem respectable.
- _____6. Cassius tells Brutus that, lately, Brutus has seemed
- a. jealous
 - b. drunk
 - c. happy
 - d. unfriendly
- _____7. By the end of Act 1, Scene 2, Cassius feels certain that he will be able to
- a. overthrow Caesar
 - b. manipulate Brutus
 - c. win Caesar's favor
 - d. damage Brutus' reputation
- _____8. How does Caesar react to the soothsayer?
- a. He pours it in his bath and soothes his aching muscles
 - b. He disregards the information
 - c. He listens intently and becomes scared of what he hears
 - d. He has the man executed for speaking nonsense in a public place

Appendix K. Student Survey 1 - Oral Reading Class

1) What did you like most about reading Act I of Julius Caesar aloud?

- Learning the language
- How everyone was given a part
- The different voices for different people. Made it easier to understand.
- I didn't like any part of it.
- Being able to laugh because of the characters that were assigned to different people.
- Helps when you don't get it, you can ask.
- Not reading all the time.
- I'm not sure
- Not one person was reading the entire Act.
- That we could stop and talk about it if we didn't understand something or to emphasize an idea.
- Got to hear the different parts because they had different voices.
- Got to hear people interact
- I was absent during that time so I had to read it by myself
- Yes, because how different people react and speak with different parts.
- It was easy to understand the language.
- When we stopped
- You could follow along better and stop and ask questions when we needed to.
- I like to hear how the actor spoke and Shakespeare dialect, very interesting but confusing.
- Be able to talk about things we didn't get.
- That I didn't have to read the whole thing people read it to me instead I just followed along.
- It was a bit easier to understand with everyone's different tones in voice. And how you helped explain to us.

2) What did you like least about reading Act I of Julius Caesar aloud?

- Having to read a lot
- Some of the language lost me here and there.
- The language was somewhat hard to understand.
- I don't like reading aloud. I would much rather listen, watch, or read it silently.
- Hard to comprehend before you explained it.
- Having the long parts to read.
- The hard writing in the book when you're trying to understand it.
- Trying to figure out hard language.
- The skills of some of the readers made it very hard to understand.
- That some people weren't paying attention to when they would read.

Appendix K. continued

- Hard to comprehend and the people talking had a hard time with the words so it broke the rhythm.
- It was hard for me to pronounce the words.
- From my own reading, the language is difficult. I imagine reading aloud would be easier because it could be explained.
- The part I had was short and easy.
- The way it is written they mean one thing but takes five pages to say it.
- The Shakespeare language, and when you're reading or someone else is and have to pause because of a word or don't understand a sentence a lot of pausing doesn't help.
- Starting
- We don't know the language so it was hard to read fluently.
- When some messes up it screws the whole part up.
- Not being able to understand how they talked.
- Reader reads too fast and I cannot comprehend what is happening at some parts.
- It kind of got a little boring. And the people didn't know what they were reading, so they were questioning what they read and it confused me sometimes.

3) On a scale of 1 to 5 with 5 representing agree , do you think that reading Julius Caesar aloud increased your understanding of the language of Shakespeare?

Disagree 1 2 3 4 5 Agree

- 1 – 3 students chose this answer.
- 2 – 4 students chose this answer.
- 3 – 6 students chose this answer.
- 4 – 6 students chose this answer.
- 5 – 1 student chose this answer.

4) Do you think that reading Julius Caesar aloud has motivated you to read the other Acts of Shakespeare's play? Why or Why not?

YES, BECAUSE –

- I like the way Shakespeare uses words.
- It was very interesting and actually pretty good literature.
- Good stories and interesting plots.
- I would read more books like that if I had to.
- Is a type of reading I rarely read about.
- I want to understand what they mean, I would like to be able to interpret.

Appendix K. continued

NO, BECAUSE –

- The language is a lot to overcome and I would have to reread everything a bunch of times.
- I have enough books to read.
- It didn't click with me. I would have preferred to watch it because the body language³ and scenes would have made it more obvious.
- I don't like how he writes with the dragging parts on just to say something.
- Hard language to comprehend.
- I just don't like Shakespeare.
- It seemed boring because there was not much action.
- I just am not interested in his writing too much.
- I was still very hard to comprehend when the people reading it didn't even know what they were saying.
- It's hard to understand and it was easy to get side tracked.
- If I was here to a part of this I still think I would have not liked it as much because the language is difficult.
- I don't understand what is going on.
- Not for free time.
- It's harder for me to understand.
- I dislike how people have the reading level of a 2nd grader.
- I really didn't understand it and to me it wasn't very interesting. Julius Caesar is not a book that got me interested so I would not read it on my own.
- I don't understand any of it.
- Even though it's easier to read through, the story is still boring and the language is hard to understand and the footnotes that are in the book use complicated words to describe things.
- The language they use and the way they arrange their words frustrates me and confuses me.

Appendix L. Student Survey 2 – Listening to Audio Books

1) What did you like most about listening to Act I of Julius Caesar on audio book?

- I like that you got to hear the different tones of the voice to see how they were really expressing their feelings.
- Didn't have to try and sound out the words and having to read it.
- You could hear the tones of the characters.
- That you just had to listen to it and not read it out loud.
- Didn't have to read.
- I liked that I could just listen and not read aloud.
- You could understand what they were saying it and you could tell what their emotions were.
- That you don't have to read along just listen.
- I didn't have to read it because I'm lazy.
- The voice change and sound effects.
- That we could pick up tones of speaking that helped me understand. I was fast-paced and you could do your study guide during it.
- Listening to professionals.
- I liked that the people did not get messed up or slowed down on the words. I learn better when I hear continuously. I liked that you could tell how the character felt by the tone of voice.
- It's good because I learned how they talk and they expressed their feelings.
- The different voices and the words are actually pronounced correctly.
- What I liked most about Act 1 is you can hear the emotions of the characters.
- It was faster than just regularly reading the book.
- The noise-sound effects in background are very useful for visualization.
- I like the part during the T-storm when he sees omens.
- That we could listen to it and follow along.
- I didn't have to read it. It's much better just following along.
- You could hear the emotions in the actor's voices and it really got me listening. The sound effects really made it interesting too.
- I liked that they all had different voices and wasn't monotone or boring.

2) What did you like least about listening to Act I of Julius Caesar on audio book?

- They sometimes talk too fast to keep up and understand what they are talking about.
- Actually paying attention to what is being said.
- Some spots went fast at some points, but it wasn't too bad.
- It was kind of hard to understand.
- It gets boring after awhile.
- It went a little fast when they were talking.

Appendix L. continued

- I liked it all. I actually looked forward to it. Then again, the study guide questions were annoying but that's pushing it.
- I get kind of bored and you get tired. It needs to a little more loud.
- I don't know.
- They still talk how Shakespeare writes.
- It went a little too fast.
- Having to follow along.
- The only thing I didn't like was the people read a little too fast.
- I didn't like it because I couldn't understand the tape.
- I couldn't keep up sometimes and didn't know what they were talking about.
- Not being able to go back and look over.
- The only part I didn't like was trying follow along in the book while the readers read it to us.
- Reading along. It's hard to focus on the actors and the words on the pages at the same time.
- I didn't like the book because it was hard for me to understand.
- I found the voices really, really annoying. I did not like that part. They over enunciate everything.
- The way some of the characters talked. It was hard sometimes to figure out what they were saying. If the book wasn't there, understanding the act would be semi-hard.
- I still couldn't understand the meaning behind the words. I would have to see what they're talking about (act).
- How fast they spoke.

3) On a scale of 1 to 5 with 5 representing agree, do you think that listening to Act I of Julius Caesar on audio book increased your understanding of the language of Shakespeare?

Disagree 1 2 3 4 5 Agree

- 1 – 0 students chose this answer.
- 2 – 1 student chose this answer.
- 3 – 4 students chose this answer.
- 4 – 13 students chose this answer.
- 5 – 5 students chose this answer.

4) Do you think that listening to Act I of Julius Caesar on audio book has motivated you to read the other Acts of Shakespeare's play? Why or Why not?

YES, BECAUSE –

- I would like to hear how the rest of the play turns out and how the tones of the voices change throughout various scenes.

Appendix L. continued

- I was easier to understand than I thought it would, so now I figure the rest will be that way.
- It makes the books sound interesting when other people read it.
- Maybe, because it might be hard not listening to it.
- I don't know.
- I am interested and want to finish.
- I like reading classic stories and I would like to read more of his stories to see what they are like.
- I like to read, and I'm somewhat interested in this story.
- I feel like I can understand his language better and can better make my own inferences with the material provided.
- I really liked how enthusiastic the actors were and it flowed very well. I would like to finish the play with the tapes.

NO, BECAUSE –

- I really had a hard time paying attention, and I really don't understand what is going on in the book.
- I don't really enjoy Shakespeare's plays. They don't really interest me.
- Not unless there are more captions and other items explaining what is going on.
- It was hard to understand at times and boring.
- It still doesn't interest me.
- I'm not a fan about Shakespeare.
- I don't like Shakespeare.
- I would like to finish the acts of Julius Caesar but only if we continue to listen, or change to watch the acts.
- I just don't understand it.
- We did a lot in St. Johns and last year. It's all the same, but I would listen to them in class, just not read them on my own.
- I didn't like the first Act, so reading the rest would be a waste of my time.
- I just don't find Shakespeare interesting. I'd rather watch and observe than read.

Appendix M. Student Survey 3 – Watching Video

1) What did you like most about watching Act I of Julius Caesar on video?

- Being able to see what the characters were doing.
- The fact that you can see them acting and understand the act a little bit better.
- Visualization was easy could see what he was trying say instead of thing what he said.
- Different dialogue and I could visualize it way better.
- It helped me understand the story a little more.
- Umm...I like how you could see the setting of where the scenes took place.
- Watching the video
- That we could actually tell what kind of emotion was being portrayed.
- I was more entertaining and more able to understand who was who and what was taking place.
- It's just like the book and it helps you understand it more.
- I loved it because they really helped me understand what they were saying or meaning when they talked.
- I gave you an image of what was happening.
- Have the visual so you can see more clearly what's going on, because Julius Caesar is hard to visualize especially with the difficult language so that made it easier.
- It helped me get a better visual of the play and kind of helped with recognizing characters better.
- It was nice to actually see the play acted out with character body language. I think it helped hint at what they were saying.
- I liked the fact that you could really tell which parts were more "emotional" than the rest. I thought that this way was easier to understand than just reading or listening to it.
- That we actually got to watch the video and that it turned out pretty good.
- This really helped me understand the characters more. You could get a description of them and see what was taking place.

2) What did you like least about watching Act I of Julius Caesar on video?

- They were talking so fast you couldn't understand them.
- That it still was very hard to understand the language.
- Didn't make any visualizations of people.
- It followed the lines pretty good but there was differences.
- It was still hard to figure out some stuff they said.
- They talked way too fast.
- Sitting and listening to other people read the parts.
- That it was still really confusing to me. I don't think it helped me; because the test didn't make any sense to me hard!
- Maybe not being able to tell what the exact setting was.

Appendix M. continued

- It's an old movie.
- There honestly wasn't a thing I didn't like. It helped me understand better. Not the most exciting movie, but it helped.
- Too many different characters to follow.
- They talked fast so it was hard to understand sometimes.
- Color would have been helpful and the people were talking too fast so I couldn't comprehend everything very well.
- That the language was still difficult but I definitely think watching the video helped.
- The video itself was kind of grainy and at times hard to distinguish facial features, but other than that, I like watching the video very much.
- That the movie was in black and white.
- I didn't like that the segments were ~10 minutes long. It messed up the character's speeches and cut them off during the middle of it.

3) On a scale of 1 to 5 with 5 representing agree, do you think that watching Act I of Julius Caesar on video increased your understanding of the language of Shakespeare?

Disagree 1 2 3 4 5 Agree

- 1 – 0 students chose this answer.
- 2 – 1 student chose this answer.
- 3 – 6 students chose this answer.
- 4 – 9 students chose this answer.
- 5 – 2 students chose this answer.

4) Do you think that watching Act I of Julius Caesar on video has motivated you to read the other Acts of Shakespeare's play? Why or Why not?

YES, BECAUSE –

- It's a lot easier on video to understand.
- Now that I have been attached to the story, it's hard to walk away.
- Would like to see what else he's written.
- I want to see what happens next.
- It makes me want to know more about the way Shakespeare writes and his view on things, I want to know what else happens.
- I would really like to see how the rest of the play turns out.
- The understanding of the dialogues would be easier to understand. But I would want to read it on my own so I can take the time to understand it better and then come discuss it with the class.

Appendix M. continued

NO, BECAUSE -

- I don't like Shakespeare.
- Shakespeare isn't my favorite. I would watch them, but not read them. The style of writing is too hard to understand.
- Nothing would get me or make me want to read Shakespeare. Besides that, it didn't really change my look Shakespeare.
- I still don't like Shakespeare, but the movie did help in the understanding of it. Any way of learning Shakespeare would be hard for me, because I just don't understand the language fully yet.
- The video had hardly any affect really on me. I got more out of reading it then watching it.
- The movie was black & white and still confusing, maybe an updated movie or maybe the movie would be find it's just more discussion about just happened.
- I learn more seeing things happen, otherwise I lose concentration fast and don't get the full understanding.
- Sometimes the language is hard to understand and it jumps from place to place.
- I'm really not a fan of Shakespeare because I don't understand his writing. It's too confusing.
- I think watching it is still pretty boring even though the book is really boring. The movie is also pretty hard to follow along with.
- It is difficult to understand.
- It just made me want to watch the rest of the video.
- The language is hard to understand of the people are saying no matter what.

Appendix N. Posttest Mean Scores

Students	Control Group- Read	Experimental Group 1-Listen	Experimental Group 2-Watch
A	72	80	70
B	77		36
C		84	61
D	66	42	16
E	81	70	55
F	84	38	67
G	75	84	52
H		75	91
I	81	70	47
J	80		47
K	44	84	73
L	78	75	55
M	34	75	55
N		70	36
O	81		
P	50	41	78
Q		17	91
R	66	83	
S	70	61	69
T	63	70	
U	66	91	
V	52		
W		72	
X			
Mean Scores	67.77777778	67.47368421	58.76470588

	Test Not Taken
	No Parent Permission
	Mean Scores